



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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'A' Grade 2014

website: kud.ac.in

No.KU/Aca(S&T)/RPH-394A/2021-22/1155

Date: 29 OCT 2021

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್

NEP-2020 ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ದಿ:7.8.2021.
2. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 19.08.2021
3. ಈ ಕಚೇರಿ ಸುತ್ತೋಲೆ ಸಂ.No. KU/Aca(S&T)/RPH-394A/2021-22/18 ದಿ:21.08.2021.
4. ಸರ್ಕಾರಿ ಆದೇಶ ಸಂ ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1),ಬೆಂಗಳೂರು ದಿ. 15.9.2021.
5. ಎಲ್ಲ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಸಭೆಗಳ ನಡವಳಿಕೆಗಳು
6. ಎಲ್ಲ ನಿಖಾಯಗಳ ಸಭೆಗಳು ಜರುಗಿದ ದಿನಾಂಕ: 24.25-09-2021.
7. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 01 ದಿನಾಂಕ: 28.9.2021.
8. ಈ ಕಚೇರಿ ಸುತ್ತೋಲೆ ಸಂ.No. KU/Aca(S&T)/RPH-394A/2021-22/954 ದಿ:30.09.2021.
9. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು / ಸಂಪನ್ಮೂಲ ತಜ್ಞರ ಸಭೆ ದಿನಾಂಕ 21.10.2021.
10. ಎಲ್ಲ ಸ್ನಾತಕ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರುಗಳ ಸಭೆ ದಿನಾಂಕ 22.10.2021.
11. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 01 ದಿನಾಂಕ: 27.10.2021.
12. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 29-10-2021

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music)/BVA/ BTM/ BSW/ B.Sc./B.Sc. Pulp & Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS)/ & BBA ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020 ರಂತೆ ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಈಗಾಗಲೇ ಪ್ರಕಟಪಡಿಸಿದ್ದು, ಮುಂದೆ ದಿನಾಂಕ 04.10.2021 ವರೆಗೆ ಸರಕಾರವು ಕಾಲಕಾಲಕ್ಕೆ ನೀಡಿದ ನಿರ್ದೇಶನಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ದಿನಾಂಕ 27.10.2021 ರಂದು ಜರುಗಿದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆ ಪಡೆದು ಕೆ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕೆ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕೆವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕೆ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಭಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಮಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.

Handwritten signature: 29/10/21
ಕುಲಸಚಿವರು.

Model Curriculum

Name of the Degree Program: B.A. Honors (3 years)

Discipline Core: LOGIC

Starting year of implementation: 2021-22

Introduction

Generally the subject of Philosophy is known as the mother of all sciences. In other words, philosophy is the basis for all social sciences and sciences; because the aim of both philosophy and sciences is one and the same that is the well being of the humanity, throughout the world. Even though we are highly advanced in the field of science and technology we have failed to understand the relation between man and man, man and world (nature) because unfortunately we have not given the importance to philosophy as a subject for study and practice. The study of Philosophy prepares the next generation of global citizens to rise above and to learn the challenges of society and then help to solve them.

Program Outcomes:

Philosophy as a subject has five important branches, namely, Epistemology, Metaphysics, Ethics, Logic and Aesthetics.

In these days of globalization, Philosophy and its branches have their own importance in all the fields of knowledge and these are very essential for a holistic development of the human personality and a peaceful and harmonious society. The study of philosophy intends to develop the individual personality holistically and producing people of character.

Epistemology:

This is one of the branches of philosophy which studies about how one should get valid knowledge of the external world, such as the relation between word and world, it means existence, role of language in acquiring knowledge of the world, Analytical, synthetic propositions, apriori and aposteriori propositions, sources of knowledge, etc. This is the only subject which studies all of these.

Metaphysics:

Normally there is a saying that where physics ends Metaphysics starts. It is true also. Because no other subject thinks about the unworldly things such as Religious aspects, heaven and hell, concept of liberation and its means, God and his existence. How to get rid of all bondage in this material world? The aim of all human beings is to know all these concepts one should have the Metaphysical perspective also.

Ethics:

It is the study of 'good' and 'bad', 'right' and 'wrong.' In other words, it is the Study of human conduct in the society. We are unable to understand the relation between man and man, man and world, man and society, what is his role in the society, man and animal, importance of nature, how one should protect the environment, etc. This includes all Indian and Western ethical theories which are very much significant in the present day society. Now there is a lack of awareness of ethical aspects, particularly in the youth. Therefore it needs to be taught.

These are the important aspects which are going to be studied in ethics, which is one of the main branches in philosophy. The study of Ethics will enable the student to apply basic ethical concepts and approaches to solving practical problems in ethics.

Logic:

It is also one of the main branches of philosophy, It deals with inductive and deductive logic; propositions, critical thinking, finding solutions to any problems which are related to logical reasoning in any field of life or field of knowledge.

Aesthetics:

In Indian culture there is a lot of importance given to the all kinds of values and value judgments. By studying Indian schools and Western views regarding beauty and other similar concept we are able to find the similarity and differences between these concepts. This is one of the important subjects which makes man's life very meaningful. It is also one among the branches of philosophy which studies about the beauty, values, art, problems in Art, tragedy, humor, ugliness, different theories of art, etc.

Assessment:**Weightage for assessments (in percentage)**

| Type of Course | Formative Assessment / IA | Summative Assessment |
|--|---------------------------|----------------------|
| Theory | 40 | 60 |
| Practical | Not applicable | Not applicable |
| Projects | - | - |
| Experiential Learning (Internships, etc.) | - | - |

Curriculum Structure for the Undergraduate Degree Program

B.A. Honors – 3 years (LOGIC)

Starting year of implementation: 2021-22

Name of the Degree Program: B.A. Honors

Discipline/Subject: Logic

Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

| Semester | Title/Name of the course | Program outcomes that the course addresses(not more than 3 per course) | Pre-requisite course(s) | Pedagogy## | Assessment\$ |
|---------------------------------|---|--|-------------------------|---|--|
| 1 st Sem 1-Minor | B1: Traditional Deductive Logic (3 credits) | <i>1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.</i> <i>2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.</i> <i>3. To introduce the ideas of terms showing a clear distinction among them.</i> | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| 1 st Sem 2- Minor | B2: Indian Logic (3 credits) | <i>1.This course helps students to understand the distinct features of Indian Logic.</i> <i>2. This course helps the students to understand the sources of knowledge.</i> <i>3. It also helps the students to understand the theory of hermeneutical understanding to Indian Logic.</i> | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |

| | | | | | |
|---|---|--|--|---|--|
| 2 nd Sem 3- Minor | B3: Inductive Logic (3 credits) | <p>1. To be able to identify the scientific ground in Western Logic to differentiate it from other descriptive studies.</p> <p>2. To be able to determine certain things with certainty and others with probability.</p> <p>3. The student will be able to understand and explain Mill's five canons.</p> | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| 2 nd Sem 4-Minor | B4: Indian Epistemology (3 credits) | <p>1. The students should be able to understand about the different schools of Indian philosophy regarding sources, and methods of knowledge.</p> <p>2. This course helps the students to understand the sources of knowledge</p> <p>3. It also helps the students to understand the theory of hermeneutical understanding of Indian Epistemology.</p> | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| Exit option with Certificate (48 credits) | | | | | |
| 3 rd Sem 5-Minor | B5: Aristotelian Logic (3 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |

| | | | | | |
|---|--|--|--|---|--|
| 3 rd Sem 6-Minor | B6: Scientific Method (3 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| 4 th Sem 7-Minor | B7: Logical Thinking and Decision Making (3 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| 4 th Sem 8-Minor | B8: Modern Symbolic Logic-Truth Functional Logic (3 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| Exit option with Diploma in Arts (96 credits) | | | | | |
| 5 th Sem 9-Minor | B9: Symbolic Logic: Method of Formal Proof of Validity (4 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |
| 6 th Sem 10-Minor | B10: Argument and Theories of Error [Indian & Western] (4 credits) | | | <ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Assignments •Discussions: Group •Presentation: Individual | <ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Assignment |

Karnatak University, Dharwad
Four Years Under Graduate Program in Logic (minor) for B.A. (Hons.)
Effective from 2021-22

| Sem | Type of Course | Theory/ Practical | Instruction hour per week | Total hours of Syllabus / Sem | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks | Credits |
|---|----------------|-------------------|---------------------------|-------------------------------|------------------|----------------------------|----------------------------|-------------|---------|
| I | DSCC 1 -P-I | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| | DSCC1 -P-II | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| | OEC-1 | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| | *SEC-1 | Theory | 02 hrs | 30 | 01 hr | 20 | 30 | 50 | 02 |
| II | DSCC2-P-I | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| | DSCC2-P-II | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| | OEC-2 | Theory | 03 hrs | 42 | 02 hrs | 40 | 60 | 100 | 03 |
| Details of the other Semesters will be given later | | | | | | | | | |

*** Student can opt digital fluency as SEC or the SEC of his/ her any one DSCC selected**

B.A. Honors

Semester 1

Course No.1: Title of the Course (Paper-I): **B1: TRADITIONAL DEDUCTIVE LOGIC**

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|--------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course-No.01 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

1. To impart the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian Logic.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

B.A. Semester 1

Title of the Course: B1: TRADITIONAL DEDUCTIVE LOGIC

| Content of Course B1 | Hrs |
|--|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : Definitions of Logic, its nature and scope | 7 |
| Chapter No. 2 : Formal character: Validity and Truth | 5 |
| Chapter No. 3 : Uses of Logic | 2 |
| Unit - 2 | 14 |
| Chapter No. 4: Definition and nature of Propositions: Sentence and Proposition | 5 |
| Chapter No. 5: Classification of Propositions | 5 |
| Chapter No. 6: Distribution of Terms | 4 |
| Unit - 3 | 14 |
| Chapter No. 7 : Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle | 4 |
| Chapter No. 8 : Definition of Syllogism: Rules and Validity | 5 |
| Chapter No. 9 : Categorical, Hypothetical & Disjunctive Syllogisms | 5 |

References

- 1) Copi, I. M & Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972
- 3) Stebbing, L.S: *A Modern Introduction to Logic*, Methuen and Company, Ltd. London, 1954
- 4) W.V. Quine: *Methods of Logic (Revised Ed.)* Harvard University Press, Cambridge (mass). 1951
- 5) Richard Jaffery: *Formal Logic its Scope and Limits*, McGraw-Hill Book Company, New York. 1967
- 6) ಅರೋಚನಾ ಜಿ. ಎ. ಎ. (ಅರೋಚನಾ ಜಿ. ಎ. ಎ.), *ಉಪನಿಷದ್ ಲೋಕ*, 1971
- 7) G. Hanumantharao: *Tarkashastra (Nigamana, Anugamana)* – Kannada. Prasara, University of Mysuru, Mysuru. 2004

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 60 |
| b) Formative Assessment | 40 |
| i) Assignments -1 | 10 |
| ii) Seminar -1 | 10 |
| iii) Internal Test - 2 | 10x2=20 |
| Total | 100 |

Semester 1

Course No.2: Title of the Course (Paper-II): **B2: INDIAN LOGIC**

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|---------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course- No.02 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

1. To introduce and demonstrate the concept of inference.
2. To demonstrate the reason which causes wrong inference, known as Hetvabhasa by identifying ideas.
3. To understand the notion of justification theory of cognition.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. This course helps students to understand the distinct features of Indian Logic.
2. This course helps the students to understand the sources of knowledge.
3. It also helps the students to understand the theory of hermeneutical understanding to Indian Logic.

B.A. Semester 1

Title of the Course: B2: INDIAN LOGIC

| Content of Course B2 | Hrs |
|--|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : Sources of Knowledge in Indian tradition | 3 |
| Chapter No.2 : Pratyaksa, Anumana, Sabda, Upamana, Arthapatti and Anupalabdi | 7 |
| Chapter No. 3 : Importance of Anumana according to Indian logic | 4 |
| Unit – 2 | 14 |
| Chapter No. 4 : Nature and kinds of Anumana | 4 |
| Chapter No. 5 : Comparison between Pararthanumana and Aristotelian syllogism | 5 |
| Chapter No. 6 : The deductive and inductive elements in the Anumana of Indian Logic | 5 |
| Unit - 3 | 14 |
| Chapter No. 7 : Vyapti: Importance and role of Vyapti | 5 |
| Chapter No. 8 : Comparison with the Major premise of Aristotelian syllogism | 5 |
| Chapter No. 9 : Methods of establishing Vyapti | 4 |

References

- 1) Atreya B.L: *Elements of Indian Logic*. Nalanda Publications, Dhannur Sir Fhiroza Shah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: *Elements of Indian Logic and Epistemology*, Modern Book Agency, Calcutta – 12. 1966
- 3) Bhattacharya Gopinath (Ed): *Tarkasangraha by Annambhatta*, 2nd Revised Ed, Progressive Publishes, Calcutta. 1983
- 4) Keith A.S: *Indian Logic and Atomism*, Greed Wood Press, New York. 1968
- 5) Kuppuswamy Sastri: *A Primer of Indian Logic*, (2ndEd). The Kuppuswamy Research Institute, Madras.1951
- 6) Barlingay, S.S: *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi.1965
- 7) Chatterjee S. C: *Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics*. Rupa Publications, India. 2015

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 60 |
| b) Formative Assessment | 40 |
| i) Assignments -1 | 10 |
| ii) Seminar -1 | 10 |
| iii) Internal Test - 2 | 10x2=20 |
| Total | 100 |

B.A. Honors

Semester 1

OEC-1: Title of the Course: TRADITIONAL DEDUCTIVE LOGIC

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|--------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course-OEC-1 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

1. To impart the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian logic.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

B.A. Semester 1

Title of the Course: TRADITIONAL DEDUCTIVE LOGIC (OEC - 1)

| Content of Course OEC-1 | Hrs |
|--|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : Definitions of Logic, its nature and scope | 6 |
| Chapter No. 2 : Formal character: Validity and Truth | 5 |
| Chapter No. 3 : Uses of Logic | 3 |
| Unit - 2 | 14 |
| Chapter No. 4: Definition and nature of Propositions: Sentence and Proposition | 5 |
| Chapter No. 5: Classification of Propositions | 5 |
| Chapter No. 6: Distribution of Terms | 4 |
| Unit - 3 | 14 |
| Chapter No. 7 : Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle | 4 |
| Chapter No. 8: Definition of Syllogism: Rules and Validity | 5 |
| Chapter No. 9: Categorical, Hypothetical & Disjunctive Syllogisms | 5 |

References

- 1) Copi, I. M & Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972
- 3) Stebbing, L. S: *A Modern Introduction to Logic*, Methuen and Company, Ltd. London, 1954
- 4) W.V. Quine: *Methods of Logic (Revised Ed.)* Harvard University Press, Cambridge (mass). 1951
- 5) Richard Jaffery: *Formal Logic its Scope and Limits*, McGraw-Hill Book Company, New York. 1967
- 6) *ಉಪನಿಷತ್ ಫಲಗುಣ* ಜಿ.ಎ.ಎ. (ಉಪನಿಷತ್), ಬೆಂಗಳೂರು ಪ್ರಾಚಾರ್ಯರು 1971
- 7) G. Hanumantharao: *Tarkashastra (Nigamana, Anugamana)* – (K) Prasara, University of Mysuru, Mysuru. 2004

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 60 |
| b) Formative Assessment | 40 |
| i) Assignments -1 | 10 |
| ii) Seminar -1 | 10 |
| iii) Internal Test - 2 | 10x2=20 |
| Total | 100 |

B.A. Honors

Semester 1

SEC-1: Title of the Course : CRITICAL THINKING AND DECISION MAKING

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Mode of Examination | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|--------------|----------------|--------------------|---------|---------------------------|---|---------------------|------------------|----------------------------|----------------------------|-------------|
| Course-SEC-1 | DSCC | Theory | 02 | 03 | 30 hrs | Theory | 2 hrs | 20 | 30 | 50 |

Course Objectives:

1. Learn to identify and understand the problem, and interpret information effectively relative to the problem.
2. Learn to combine creative thinking and critical thinking to solve problems and develop alternatives to address criteria to predict implications and consequences.
3. Construct well-reasoned solutions/conclusions and support conclusions with fact in the process of decision making.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Analyze context and information to clearly understand and identify a problem.
2. Establish relevant criteria and standards for acceptable solutions by applying problem solving steps and tools.
3. Work through the critical thinking process to build, analyze and evaluate varying viewpoints and avoid common decision-making mistakes.

B.A. Semester 1

SEC-1: Title of the Course: CRITICAL THINKING AND DECISION MAKING

| Content of Course SEC-1 | Hrs |
|--|-----------|
| Unit - 1 | 15 |
| Chapter No. 1 : Logical Thinking: Critical Thinking and its components, Critical Thinking : A Second order activity | 5 |
| Chapter No. 2 : Detecting problems / Errors: Identification and Analysis of the problem, Organizing the data and Identifying the errors | 5 |
| Chapter No. 3 : Problems Analysis, Decision making and wrapping up for solution | 5 |
| Unit - 2 | 15 |
| Chapter No. 4 : Evaluating the Argument : Validity soundness and strength reflecting upon the issue with sensitivity and fairness | 5 |
| Chapter No. 5 : Identifying inconsistencies, understanding dilemma and looking for | 6 |

| | |
|---|---|
| appropriate solution within limitation | |
| Chapter No. 6 : Evaluating Decision options from multiple perspectives | 4 |

References

1. Hurley, Patrick. J.: *A Concise Introduction to Logic*, Ward worth, Cengage Learning. 2007
2. Kam Chuan Aik, & Stephen Edmonds: *Critical Thinking: Selected Topics for Discussion and Analysis*, Longman. 1977
3. Dewey, John: *How we Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D C Heath & Co, Boston. 1985
4. Noirich, Gerald M: *Learning to Think Things Through: A Guide to Critical Thinking*, Prentice Hall. 2002

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 30 |
| b) Formative Assessment | 20 |
| i) Assignments -1 | 05 |
| ii) Seminar -1 | 05 |
| iii) Internal Test - 2 | 05x2=10 |
| Total | 50 |

Semester 2

Course No.3: Title of the Course (Paper-III): **B3: INDUCTIVE LOGIC**

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|---------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course- No.03 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

- 1. To motivate students to understand inductive logic to known arguments and propositions.*
- 2. To understand the reasoning process well and to apply it upon arguments.*
- 3. To be able to determine certain things with certainty and probability.*

Course Outcomes (COs):

At the end of the course the student should be able to:

- 1. To be able to identify the scientific ground in Western Logic to differentiate it from other descriptive studies.*
- 2. To be able to determine certain things with certainty and others with probability.*
- 3. The student will be able to explain Mill's five canons.*

B.A. Semester 2

Title of the Course: B3: INDUCTIVE LOGIC

| Content of Course B3 | Hrs |
|---|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : Definitions, Nature, Aim & Characteristics of Inductive Logic | 5 |
| Chapter No. 2 : Reasoning - its nature and importance. The relation between Deductive and Inductive reasoning | 6 |
| Chapter No. 3 : Role of Inductive Logic in Scientific reasoning | 3 |
| Unit - 2 | 14 |
| Chapter No. 4: Types of Induction: Improper Induction: a) Perfect b) Parity of Reasoning c) Colligation of facts | 5 |
| Chapter No. 5: Proper Induction a) Simple Enumeration b) Analogy c) Scientific Induction | 5 |
| Chapter No. 6: Inductive Reasoning in Scientific Method | 4 |
| Unit - 3 | 14 |
| Chapter No. 7 : Problems of Induction | 3 |
| Chapter No. 8: Postulates of Induction. Grounds of Induction | 6 |
| Chapter No. 9: Formal grounds and Material grounds of Induction | 5 |

References

- 1) Copi, I. M and C Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen. M.R. & E. Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972
- 3) Barker, S.F: *Elements of Logic*, McGrawHill, New York. 1965
- 4) Stebbing, L.S: *A Modern introduction to Logic*, Methuen, London. 1968
- 5) Black and Max: *Critical Thinking*, Prentice Hall, New York. 1952
- 6) गणित के तर्क के आधुनिक परिचय (Modern Introduction to Logic), प्रेन्स हल, न्यू दिल्ली, 1996

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 60 |
| b) Formative Assessment | 40 |
| i) Assignments -1 | 10 |
| ii) Seminar -1 | 10 |
| iii) Internal Test - 2 | 10x2=20 |
| Total | 100 |

Date:

Course Co-Ordinator

Subject Committee
Chairperson

B.A. Honors

Semester 2

Course No.4: Title of the Course (Paper-IV): **B4: INDIAN EPISTEMOLOGY**

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|---------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course- No.04 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

1. To develop sources of knowledge in Indian Epistemology.
2. To introduce the nature and scope of Indian Epistemology.
3. To reach at the core all physical objects.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand about the different schools of Indian philosophy, regarding sources, and methods of knowledge.
2. This course helps the students to understand the sources of knowledge.
3. It also helps the students to understand the theory of hermeneutical understanding of Indian Epistemology.

B.A. Semester 2

Title of the Course: **B4: INDIAN EPISTEMOLOGY**

| Content of Course B4 | Hrs |
|---|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : Nature and Scope of Indian Epistemology | 3 |
| Chapter No. 2 : <i>Prama</i> and <i>Aprama</i> : Definition and nature | 5 |
| Chapter No. 3 : Validity of cognition: <i>Svatahpramanyavada</i> and <i>Paratahpramanyavada</i> , Theories of truths: Correspondence, Coherence and Pragmatic theories | 6 |
| Unit - 2 | 14 |
| Chapter No. 4 : Kinds of <i>Pramanas</i> according to the Nyaya: Perception, Inference, Analogy, Testimony, Postulation, and Non-apprehension | 5 |
| Chapter No. 5 : Buddhist and Advaitic Epistemology | 5 |
| Chapter No. 6 : Jaina Epistemology | 4 |
| Unit - 3 | 14 |
| Chapter No. 7 : <i>KhyatiVadas</i> (Theories of Error) : <i>Satkhyati</i> and <i>Asatkhyati</i> | 5 |
| Chapter No. 8 : <i>Anirvachaniyakhyati</i> and <i>Akhyati</i> , <i>Anyathakhyati</i> and <i>Viparitkhyati</i> | 5 |
| Chapter No. 9 : A Comparative Perspective; Indian and Western | 4 |

References

- 1) Atreya B.L: *Elements of Indian Logic*. Nalanda Publications, Dhannur Sir Fhiroza shah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: *Elements of Indian Logic and Epistemology*, Modern Book Agency, Calcutta. 1966
- 3) Keith A.S: *Indian Logic and Atomism*, Greed Wood Press, New York. 1968
- 4) Kuppuswamy Sastri: *A Primer of Indian Logic*, (2ndEd). The Kuppuswamy Research Institute, Madras.1951
- 5) Barlingay, S.S: *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi.1965
- 6) Chatterjee S. C: *Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics*. Rupa Publications, India. 2015

Pedagogy

| Assessments | |
|--------------------------------|--------------------|
| Assessment Occasions | Weightage in Marks |
| a) Summative Assessment | 60 |
| b) Formative Assessment | 40 |
| i) Assignments -1 | 10 |
| ii) Seminar -1 | 10 |
| iii) Internal Test - 2 | 10x2=20 |
| Total | 100 |

Date:

Course Co-Ordinator

Subject Committee
Chairperson

B.A. Honors

Semester 2

OEC-2: Title of the Course: **Scientific Method**

| Course No. | Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures/ Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|--------------|----------------|--------------------|---------|---------------------------|---|------------------|----------------------------|----------------------------|-------------|
| Course-OEC-2 | DSCC | Theory | 03 | 03 | 42 hrs | 2 hrs | 40 | 60 | 100 |

Course Objectives:

1. The course helps the students to be aware of Science.
2. To impart the learners basic knowledge of Scientific Reasoning.
3. It emphasis on hypothesis, Law of causation, etc.
4. It is also based on logical thinking and its application.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard arguments out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

B.A. Semester 2

OEC – 2: Title of the Course: **TRADITIONAL DEDUCTIVE LOGIC**

| Content of Course OEC-2 | Hrs |
|---|-----------|
| Unit - 1 | 14 |
| Chapter No. 1 : General Nature, aim and importance of science: A brief account of scientific method. | 6 |
| Chapter No. 2 : Nature and importance of Hypothesis: Characteristics of scientific hypothesis. | 5 |
| Chapter No. 3 : Verification and proof of hypothesis: Crucial Experiment. | 3 |
| Unit - 2 | 14 |
| Chapter No. 4: Introduction to cause. | 5 |
| Chapter No. 5: Meaning of cause, popular conception of cause. | 5 |
| Chapter No. 6: Mill's view of cause – Aristotle's view of cause. | 4 |
| Unit - 3 | 14 |
| Chapter No. 7 : Mill's Methods of Experimental enquiry: Their merits and demerits | 6 |
| Chapter No. 8: Explanation: scientific and unscientific explanations. | 4 |

